

## **SALUDA ELEMENTARY**

400 West Butler Avenue  
Saluda, SC 29138

**GRADES** 3-5 Elementary School

**ENROLLMENT** 356 Students

**PRINCIPAL** Ann Copelan 864-445-2564

**SUPERINTENDENT** Dr. Pete Stone 864-445-8441

**BOARD CHAIR** Allen Harmon 864-445-7249

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	40	54	4	0

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 23 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Good	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No

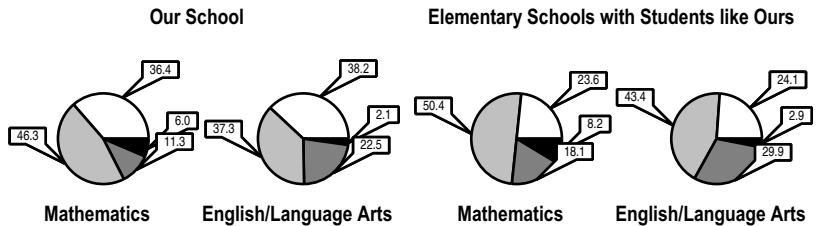
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	348	96.8	34.7	39.4	23.8	2.2	36.6	Yes	Yes
<b>Gender</b>									
Male	179	95.0	33.5	38.6	25.3	2.5	34.8		
Female	169	98.8	35.8	40.1	22.2	1.9	38.3		
<b>Racial/Ethnic Group</b>									
White	132	97.7	19.5	38.2	37.4	4.9	56.1	Yes	Yes
African-American	158	96.2	42.8	41.4	15.2	0.7	25.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	58	96.6	48.1	36.5	15.4	0.0	21.2	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	289	99.0	27.0	43.4	27.0	2.6	41.2		
Disabled	59	86.4	80.4	15.2	4.3	0.0	8.7	I/S	No
<b>Migrant Status</b>									
Migrant	20	100.0	57.9	26.3	15.8	0.0	21.1		
Non-migrant	328	96.7	33.2	40.2	24.3	2.3	37.5		
<b>English Proficiency</b>									
Limited English Proficient	41	95.1	58.3	33.3	8.3	0.0	13.9	I/S	I/S
Non-Limited English Proficient	307	97.1	31.7	40.1	25.7	2.5	39.4		
<b>Socio-Economic Status</b>									
Subsidized meals	249	96.8	43.6	40.5	15.9	0.0	25.6	Yes	Yes
Full-pay meals	99	97.0	12.9	36.6	43.0	7.5	63.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	348	97.4	33.9	48.1	11.8	6.2	32.6	Yes	Yes
<b>Gender</b>									
Male	179	96.1	33.8	42.5	15.6	8.1	35.0		
Female	169	98.8	34.0	53.7	8.0	4.3	30.2		
<b>Racial/Ethnic Group</b>									
White	132	97.7	17.1	48.0	19.5	15.4	53.7	Yes	Yes
African-American	158	96.8	45.2	46.6	7.5	0.7	17.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	58	98.3	41.5	52.8	5.7	0.0	26.4	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	289	99.0	27.0	51.8	13.9	7.3	38.3		
Disabled	59	89.8	72.9	27.1	0.0	0.0	0.0	I/S	No
<b>Migrant Status</b>									
Migrant	20	100.0	52.6	42.1	5.3	0.0	26.3		
Non-migrant	328	97.3	32.7	48.5	12.2	6.6	33.0		
<b>English Proficiency</b>									
Limited English Proficient	41	97.6	54.1	40.5	5.4	0.0	21.6	I/S	I/S
Non-Limited English Proficient	307	97.4	31.2	49.1	12.6	7.0	34.0		
<b>Socio-Economic Status</b>									
Subsidized meals	249	97.6	42.4	50.7	6.1	0.9	21.4	Yes	Yes
Full-pay meals	99	97.0	12.9	41.9	25.8	19.4	60.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	127	99.2	40.3	31.9	26.9	0.8	27.7
	<b>Grade 4</b>	109	99.1	45.5	30.7	21.8	2.0	23.8
	<b>Grade 5</b>	122	98.4	58.9	32.1	7.1	1.8	8.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	132	96.1	28.8	35.6	33.1	2.5	35.6
	<b>Grade 4</b>	115	96.5	41.7	38.9	19.4	N/A	19.4
	<b>Grade 5</b>	107	98.1	32.4	47.1	16.7	3.9	20.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	127	100.0	34.2	50.0	12.5	3.3	15.8
	<b>Grade 4</b>	109	100.0	31.4	55.9	10.8	2.0	12.7
	<b>Grade 5</b>	122	98.4	49.6	39.8	7.1	3.5	10.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	132	96.9	33.6	54.6	7.6	4.2	11.8
	<b>Grade 4</b>	115	97.4	37.6	41.3	13.8	7.3	21.1
	<b>Grade 5</b>	107	98.1	30.4	48.0	13.7	7.8	21.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 356)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	4.2%	Down from 4.3%	3.4%	2.7%
Attendance rate	96.6%	Up from 95.8%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.3%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%		3.7%	3.5%
Eligible for gifted and talented	10.2%	Down from 11.4%	12.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.6%	Up from 8.9%	9.8%	8.2%
Older than usual for grade	1.4%	Up from 0.7%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	38.5%	Down from 39.0%	47.5%	51.4%
Continuing contract teachers	73.1%	Up from 71.2%	87.5%	87.5%
Highly qualified teachers**	94.4%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	5.6%		0.0%	0.0%
Teachers returning from previous year	63.2%	Down from 73.2%	86.4%	86.7%
Teacher attendance rate	94.6%	Down from 95.3%	94.5%	94.9%
Average teacher salary	\$35,774	Up 2.4%	\$39,920	\$40,760
Prof. development days/teacher	19.9 days	Up from 9.4 days	13.6 days	12.4 days

School

Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 18.6 to 1	18.5 to 1	18.9 to 1
Prime instructional time	89.1%	Down from 89.9%	89.3%	90.0%
Dollars spent per pupil*	\$5,858	Down 2.5%	\$5,980	\$6,044
Percent of expenditures for teacher salaries*	66.0%	Down from 67.4%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.0%	Down from 95.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-2004 school year, students and staff at Saluda Elementary, which is a Title One School, showed growth and improvement in numerous ways.

Teachers received training in best instructional practices in math while students continued with math "Academy Time." Both of these practices contributed to math PACT scores increasing significantly in grades 3 and 4.

A three-week summer institute for balanced literacy provided training for our English Language Arts teachers. All English Language Arts teachers have implemented guided reading and shared reading in their classrooms. A literacy coach is on staff to support students and teachers through the implementation of the Balanced Literacy Program. Graduate courses also provided teachers extensive training throughout the year during professional development. Significant gains in reading text levels were evidence of the success of this program. Through the district-wide sheltered ESOL program, students who are not fluent in English now receive up to 2 % hours of instruction daily to fit their individual needs.

We are pleased to report that participation from our parents and community has been excellent in the support of our academic programs and local PTA organization. The Parent Night Programs included information on math, literacy, homework strategies, PTA, SIC, and Title One. With the support of our community, Saluda Elementary School successfully raised funds for the Leukemia Society and the Ronald McDonald House. Our students eagerly sent care packages to troops and collected canned goods for other service projects. A Tiger Scout program was established to assist visitors to our school and in our office. Jennifer Thomas was selected Teacher of the Year from Saluda Elementary and President of the Saluda Reading Council. Meredith Miller-Rikard was chosen Distinguished District Reading Teacher of the Year. Several students received awards and honors: South Carolina Honors Chorus, SC Writer's Conference, South Carolina Academy of Science and the Governor's Citizenship Award.

We are very proud of our academic growth. As we look to the future, our focus will continue toward "Leading the Way" in academic goals and achievements.

Ann M. Copelan, Principal  
Angie F. Rita, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	27	88	76
Percent satisfied with learning environment	80.8%	89.7%	66.2%
Percent satisfied with social and physical environment	77.8%	85.2%	66.2%
Percent satisfied with home-school relations	63.0%	86.4%	56.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.